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ABSTRACT

During 1980-81, the Migrant Education Identification and Recruitment Program identified 2,569 students, 14,121 students participated in all migrant education programs, and 2,880 students participated in special programs. Summer programs served 2,234 children. Fifty-six school districts reported that 6,199 students in grades Pre-K-12 received basic skills instruction in reading, math, and oral language development projects taught in both English and Spanish. Over 500 individuals were employed through the state migrant education programs. Twenty-three school districts received monitoring reviews. Over 150 persons attended state-sponsored workshops on end-of-year reporting requirements offered in the fall and spring. The health component offered physical examinations; vision, hearing, and dental screenings; immunizations; and follow-up services. The Migrant Education Center provided recruitment, inservice, parent involvement, media and instructional services. Through the Secondary Credit Exchange, 601 students earned 2,019 credit hours; 60 participants earned credit through the Extended Degree Program; and 35 Mini-Corps students learned professional teaching skills through program participation. Combining educational benefits for tutor and child, the Mini-Corps program provided academic assistance to over 1,000 children during the summer. There were 2,234 students participating in school district summer programs and 925 students in Northwest Rural Opportunities Child Development Center summer programs. (NQA)

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1981 WASHINGTON STATE EVALUATION REPORT—

Program for Migrant Children's Education

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RC 01 2451

SPI **Superintendent of Public Instruction**

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1981
WASHINGTON STATE
PROGRAM EVALUATION REPORT
FOR
MIGRANT CHILDREN'S EDUCATION

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January, 1982

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TABLE 1. MIGRANT EDUCATION PROGRAMS

School Year 1980-81

Instructional Programs	
Brewster	Orondo
Bridgeport	Oroville
Burlington-Edison	Othello
Cashmere	Palisades
College Place	Pasco
Conway	Pateros
Dayton	Peshastin-Dryden
Elma	Port Townsend
Entiat	Prescott (spring only)
Fife	Prosser
Grandview	Quincy (summer only)
*Highland	Royal
Granger	Sedro Woolley
Kennewick	*Selah
Lake Chelan	Shelton
Lind	Sunnyside
Mabton	Tacoma
Manson	Tonasket
Moses Lake	Toppenish
Mount Adams	*Union Gap
Mount Vernon	Wapato
*Naches Valley	Warden
North Franklin	Wenatchee
Ocean Beach	*West Valley
Ocosta	Wilson Creek
Odessa	Yakima
Omak	Zillah

*Cooperative members

Record Sites	
Eastmont	Walla Walla

TABLE 2. SPECIAL PROJECTS AND COMPONENTS

Extended Degree Program - a staff training and career ladder program for classroom aides working with migrant children.

Migrant Education Identification and Recruitment Program (MEIRP) - a program component providing the first contact with the migrant family. MEIRP recruiters enlist and record students on the Migrant Student Record Transfer System and make initial referrals.

Migrant Student Record Transfer System (MSRTS) - a computer record system for the transmittal of health and basic skill information across school district lines. The Washington terminals that are a part of this national network are located in Sunnyside, Washington.

Mini-Corps - a component designed to provide tutoring, cultural awareness and recreational services to migrant children while training young adults for careers in education.

Preschool Programs - Northwest Rural Opportunities, Berry Day Care Center, and Enterprise for Progress in Communities (EPIC) operate preschool programs as a part of the Washington State Migrant Program.

Secondary Credit Exchange - a program designed to assist in the transfer of academic credits of migratory high school students. The Secondary Credit Exchange is a nationally validated program.

Individualized Bilingual Instruction - a nationally validated bilingual program that attempts to provide continuous education for the migrant child by paralleling programs in Washington and Texas.

STATE PROGRAM ADMINISTRATION

The Washington State program is administered through the Migrant Education Office, Division of Grants and Equity Programs, Superintendent of Public Instruction (SPI). This office directs a number of functions including monitoring, coordination of special projects, and formulation of data collection systems. The Washington State director is Raúl de la Rosa, Administrator, Title I and Title I Migrant. Assistant Supervisor is Sharon Huck.

In 1980-81 the monitoring function was shifted from the Migrant Education Center to the state office in Olympia. This enabled increased monitoring coordination between Title I Regular and Title I Migrant programs. Through June 30, 1981, 23 school districts were monitored. The district monitoring date and the date of the compliance report is included on page 5.

A state summary of these reports showed that district's programs showed increased coordination between supplementary programs and Title I and Title I Migrant programs this year. Also in evidence was increased efforts to document a child's status for both eligibility and assessment purposes. Areas targeted for improvement include increasing accuracy in transfer of data onto MSRTS, utilization of the Skills Information System, and forming legal advisory councils.

The state office also supervises the delivery of support services through the Migrant Education Center located in Sunnyside, Washington. Section 4 is devoted to a full description of the projects and services housed at the center.

TITLE I MIGRANT MONITORING - 1980-81

District	Date Monitored	Compliance Report Approved
Bridgeport	12/11/80	3/16/81
Elma	5/7/81	6/23/81
Entiat	12/12/80	4/29/81
Fife	5/8/81	7/7/81
Grandview	12/4-5/81	4/6/81
Granger	1/28-29/81	9/28/81
Kennewick	4/14-15/81	6/15/81
Lake Chelan	12/9/80	6/8/81
Lind	4/30/81	6/3/81
Mabton	4/16-17/81	5/19/81
Moses Lake	10/16-17/81	4/29/81
Mount Adams	1/27/81	4/29/81
North Franklin	4/16-17/81	6/15/81
Odessa	4/28 & 29/81	6/15/81
Oroville	4/21/81	9/28/81
Pasco	3/17-18/81	7/6/81
Prosser	11/6-7/80	4/1/81
Quincy	4/22/81	6/17/81
Sedro Woolley	4/29-30/81	9/28/81
Tacoma	12/16-19/80	4/28/81
Toppenish	4/9-10/81	6/23/81
Wapato	3/19/81	7/28/81
Yakima	4/9/81	6/5/81

STATE ADVISORY COUNCIL

To insure the involvement of migrant parents and educators in state level needs assessment and policy formation the state office works closely with an advisory committee. The State Advisory Committee (SAC) is composed of parents, community leaders, and school administrators who represent the interests and voice the educational needs of migrant children. The 1980-81 state advisory members are:

Rudolfo Cortagena	Pasco
Macario Correa	Sunnyside
Margaret Crossland	Naches
María Day	Burlington
Les Domingos	Pasco
Gerald Hosman	Toppenish
Bee Murphy	Lake Chelan
Lynn Leaverton	Grandview
Louis Ochoa	Mesa
María Patino	Moses Lake
Margarita Rodriguez	Mount Vernon
Aurora Salazar	Burlington
Connie Sandoval	Sunnyside
Delia Veliz	Grandview
María Vijarro	Wapato
Elvira Zamora	Pasco

In accordance with the national priorities established under Public Law 95-561, the Washington State Migrant Education Program is designed to meet the educational, health, and nutritional needs of the children of migrant laborers. Through joint efforts of this advisory committee, state supervisors, and school district program staff, national priorities have been further refined and are listed in the publication titled The 1980 Washington State Program for Migrant Children's Education.

Section 1

STATEWIDE PROGRAM PARTICIPATION

The Migrant Student Record Transfer System (MSRTS) is a national computer network that facilitates the transfer of the educational and health records of migrant children. When a migrant child enters the state and is identified and deemed eligible he or she is assigned an identification number on the MSRTS. As a record of information is assembled from eligibility forms, the student data are added to the national bank of information in Little Rock, Arkansas. When a family moves from one district to another to engage in seasonal agricultural, lumber or fishing work, a copy of the child's record is sent to the new school.

The MSRTS serves a second purpose. As students are recruited and enrolled in schools, or served in special projects, state level records of participation are formulated. In addition, state level summaries for selected health services, testing, and support services are provided. It should be noted that school districts independently report the number of students served through state end-of-year reports. These figures, reported in Section 2, represent only the subset of children served in academic programs. The MSRTS summaries capture all services in school and special programs and are, therefore, used to describe the full extent of Washington State's services.

During the 1981 fiscal year, Washington State programs served 14,121 students through 56 school districts in instructional programs. Table 3 shows that the majority of migrant children are in kindergarten through grade six. In the past five years the school-aged population of migrant children has increased by approximately 5% each year with the exception of 1980 when the number of students relatively remained the same. This year's total of 14,121 represents a 4% increase over the 1980 school year total of 13,543.

TABLE 3. MIGRANT STUDENT ENROLLMENT BY GRADE LEVEL

1977 - 1981

Grade Level	1977	1978	1979	1980	1981
Pre-K	--	--	58	74	99
K	1,062	1,173	1,257	1,337	1,514
1	1,894	1,678	1,622	1,643	1,702
2	1,177	1,435	1,588	1,454	1,562
3	1,225	1,360	1,383	1,437	1,453
4	1,051	1,329	1,270	1,309	1,329
5	1,119	1,168	1,312	1,223	1,303
6	1,031	1,150	1,096	1,179	1,169
7	967	1,045	1,090	1,001	1,087
8	772	924	904	903	843
9	663	679	768	744	773
10	412	428	500	574	592
11	706	308	355	353	403
12	174	181	206	228	226
Special Ed.	1,077 (other)	178	150	84	66
Total	12,330	*13,036	13,559	13,543	14,121
Percentage Change	+5%**	+6%	+4%	- 1%	+4%

*The 1978 enrollment by grade level (13,036) and the 1978 enrollment by ethnic status (13,252) should be equal. They are not, but these are the totals provided by school districts. At this time, the figures are not reconcilable.

**Up 5% over the 1976 total of 11,796 students.

Separate enrollment counts are available for special categories of migrant students. Table 4 summarizes enrollment data for night school, Mini-Headstart, Northwest Rural Opportunities Centers (NRO), Enterprise for Progress in the Community (EPIC) programs, and specialized entitlement programs. When all programs are totaled, 17,001 individuals participated in regular year programs. Summer enrollees are not included in these totals.

The number of school districts and the location of project sites in the specialized program categories varies greatly. For instance, not all districts offer night schools and some special project sites are not tied to district boundaries. Table 5 clarifies service distributors for specialized programs and also provides the enrollment count by location.

TABLE 4. MIGRANT STUDENT ENROLLMENT BY PROGRAM CATEGORY

Program	Cumulative Enrollment
District Programs (regular)	14,121
Night School Enrollment	564
EPIC Programs	330
Mini-Headstart Programs	100
NRO	1,495
Specialized Entitlement Programs	391
Total	17,001

TABLE 5. SPECIALIZED PROGRAM ENROLLMENT BY LOCATION

Location	Night School	NRO Regular	NRO Summer	Other Specialized Programs	
Brewster					
Bridgeport					
Buena				EPIC	49
Cashmere					
College Place					
Connell				Mini-Headstart	62
Conway					
Dayton	1				
Eastmont					
Entiat					
Grandview		118	68		
Granger	77	81	61		
Lake Chelan					
Kennewick	12				
Lower Naches					
Lynden			53		
Mabton	57	200	169		
Mabton Migrant Center		115			
McKinley			52	EPIC	96
Moses Lake		78	74	Mini-Headstart	38
Mount Vernon		102			
Naches Valley					
North Franklin	100				
Ocean Beach					
Ocosta					
Odessa					
Omak					
Orondo					
Oroville					
Othello	1	130	88		
Palisades					
Pasco	192	115	61	Educ. Inst. for Rural Families	334
Pateros					
Peshastin-Dryden	104				
Port Townsend					
Prescott					
Prosser	3	73			
Quincy					
Royal					
Sedro Woolley			27		
Selah Co-op					
Sunnyside	17	135	101	EPIC	30
Tacoma					
Tonasket				Ellisford Daycare	27
Toppenish		76	59		
Upper Valley				EPIC	143
Wapato		77	48	Homebase Preschool	30
Walla Walla		195	138		
Whitstran			48		
West Valley					
Wilson Creek					
Yakima				EPIC (Ruth Child)	12
Total	564	1,495	1,047		821

Two more dimensions of the state's migrant student population are described in this section, migrant status and ethnic designation. These categories describe the origin, work status, and degree of mobility for the state's population as a whole. Migrant status for the children of agricultural and fishing industry workers is defined as follows:

Status	Description	Definition
I	Interstate agricultural	The child whose parents move across state boundaries to engage in agricultural work
II	Intrastate agricultural	A child whose parents move to another area in the state to engage in agricultural work.
III	Settled out agricultural	A child whose parents have formerly been Status I or II but who have ceased to migrate for the last five years
IV	Interstate fishing industry	A child whose parents move across state boundaries to engage in agricultural work
V	Intrastate fishing industry	A child whose parents move to another area in the state to engage in the fishing industry
VI	Settled out fishing	A child whose parents have formerly been Status IV or V but who have ceased to migrate for the last five years

Table 6 displays the 1981 cumulative enrollment by migrant status for Washington State school districts with migrant education programs. Status I children (interstate agricultural) continue to make up the largest percentage of population with 40% of the total. Status III children (settled out agricultural) form the second highest percentage at 35%. This is followed by Status II children (intrastate agricultural) who make up 22% of the population. Migrant children whose parents are engaged in inter- and intrastate fishing activities (Status IV, V, and VI) total 3% .

TABLE 6. CUMULATIVE ENROLLMENT BY DISTRICT SHOWING MIGRANT STATUS - REGULAR PROGRAMS ONLY - 1981

District	Enroll.	I	II	III	IV	V	VI
Brewster	130	54	33	43			
Bridgeport	89	44	18	27			
Burlington-Edison	166	81	43	39		3	
Cashmere	89	53	16	20			
College Place & Walla Walla	146	86	10	50			
Conway	48	20	21	7			
Dayton	44	32	1	11			
Eastmont	102	37	34	31			
Elma	14	11	3				
Entiat	33	8	19	6			
Fife	15	6	1	8			
Grandview	622	134	196	292			
Granger	403	164	126	108			5
Highland	84	19	41	24			
Kennewick	307	126	70	111			
Lake Chelan	195	67	46	82			
Lind	16	4	1	11			
Mabton	528	316	178	34			
Manson	94	27	35	32			
Moses Lake	492	198	59	235			
Mount Adams	73	27	22	23		1	
Mount Vernon	164	38	65	61			
Naches Valley	100	9	26	65			
North Franklin	507	299	88	120			
Ocean Beach	191	4	5		95	34	53
Ocosta	142			13	49	27	53
Odessa	36	4	19	13			
Omak	27	10	8	9			
Orondo	85	33	26	26			
Oroville	185	44	53	88			
Othello	863	446	126	291			
Palisades	17	8	2	7			
Pasco	1,540	781	209	550			
Pateros	30	7	7	16			
Peshastin-Dryden	66	39	20	7			
Port Townsend	89	6	13		35	28	7
Prescott	35	35					
Prosser	394	134	64	196			
Quincy	331	124	80	127			
Royal	162	61	52	49			
Sedro Woolley	35	15	12	4		3	1
Selah Co-op	122	29	21	72			
Shelton	42	16	1	19	3	1	2
Sunnyside	1,329	617	395	317			
Tacoma	136	42	67	26			1
Tonasket	113	81	9	23			
Toppenish	907	400	173	311		14	9
Touchet	11	11					
Union Gap	131	38	21	72			
Wapato	635	191	102	342			
Warden	222	173	3	46			
Wenatchee	188	61	30	97			
West Valley	131	26	20	85			
Wilson Creek	42	14	10	18			
Yakima	1,363	346	326	691			
Zillah	60	17	15	28			
Total	14,121	5,673	3,041	4,983	182	111	131
Percents	100%	40%	22%	35%	1%	1%	1%

TABLE 7. NUMBER OF MIGRANT STUDENTS BY MIGRANT STATUS
REGULAR SCHOOL PROGRAMS

Migrant Status	1976-77	1977-78	1978-79	1979-80	1980-81
I. Interstate agricultural	6,796	6,920	6,974	6,490	5,673
II. Intrastate agricultural	2,808	2,950	3,129	2,867	3,041
III. Settled out agricultural	2,517	3,001	3,047	3,771	4,983
IV. Interstate fishing industry	44	151	151	166	182
V. Intrastate fishing industry	78	114	114	128	111
VI. Settled out fishing industry	87	116	144	121	131
State Total	12,330	13,252	13,559	13,543	14,121

A shift in migrant status can be noted over the past 5 years (Table 7). The most noticeable changes occurred in Status I, interstate agricultural. Since 1976 the number of children in this category dropped by over 1,000 students even though the total state population has increased. The increases were taken up in Status III which almost doubled in size since the 1976-77 school year. Fishing industry categories, Status IV and VI increased slightly but since 1976 the three fishing industry categories have doubled in terms of the number of children served. As a percentage, this category has from 1% to 3% of the total number of children served.

TABLE 8. CUMULATIVE ENROLLMENT BY DISTRICT SHOWING ETHNIC STATUS
FALL, 1980, TO SPRING, 1981

District	Cumulative Enrollment	Anglo	Mexican-American	American Indian	Black	Other
Brewster	130	51	75	2		2
Bridgeport	89	52	37			
Burlington-Edison	166	3	163			
Cashmere	89	52	37			
College Place & Walla Walla	146	2	143			1
Conway	48		48			
Dayton	44		44			
Eastmont	102	69	32	1		102
Elma	14	10	4			
Entiat	33	22	3			8
Fife	15	1	14			
Grandview	622	27	595			
Granger	403	29	369	5		
Highland	84	8	76			
Kennewick	307	19	273	15		
Lake Chelan	195	120	71	1		3
Lind	16	3	13			
Mabton	528	9	518	1		
Manson	94	46	47	1		
Moses Lake	492	51	424	5	10	2
Mount Adams	73	15	57	1		
Mount Vernon	164	4	160			
Naches Valley	100	21	79			
North Franklin	507	29	478			
Ocean Beach	191	145	2	43	1	
Ocosta	142	136		4		2
Odessa	36	30	5			1
Omak	27	10	15	2		
Orondo	85	30	54	1		
Oroville	185	147	19	17	2	
Othello	863	31	826	6		
Palisades	17	5	12			
Pasco	1,540	6	1,515	8		11
Pateros	30	22	8			
Peshastin-Dryden	66	29	37			
Port Townsend	89	85	2			2
Prescott	35		35			
Prosser	394	6	386			2
Quincy	331	101	225	1		4
Royal	162	64	98			
Sedro Woolley	35	8	18	9		
Selah Co-op	122	32	90			
Shelton	42	34	4			
Sunnyside	1,329	27	1,302			
Tacoma	136	30	54	34	2	16
Tonasket	113	48	56	9		
Toppenish	907	52	826	29		
Touchet	11		11			
Union Gap	131	80	51			
Wapato	635	71	556	2		6
Warden	222	9	213			
Wenatchee	188	79	99	10		
West Valley	131	27	104			
Wilson Creek	42	20	22			
Yakima	1,363	452	850	29	7	25
Zillah	60	20	36			4
Totals	14,121	2,479	11,291	236	22	93
Percents	100%	17%	80%	2%	< 1%	< 1%

The final migrant population variable to be examined is ethnic status. Table 8 lists the cumulative enrollment for each school district with a breakdown by ethnic status. In the overall state totals, Mexican-American children make up the largest ethnic category with 80%, a 2% increase over 1980. The Anglo population decreased from 19% to 17% during this time. American Indian migrant students have remained in a stationary position, representing 2% of the total migrant student population in the state during the 1981 school year. Black students and students of other nationalities numbered 115, less than 1% of the total population.

These same percentage changes are reflected in the display of ethnic status over the time period 1977-1981 (Table 9). The Mexican-American classification continues to increase in terms of percentage of the population served as the general population increases. The Anglo student percentage has correspondingly decreased from 27% to 19%.

TABLE 9. NUMBER OF MIGRANT STUDENTS BY ETHNIC STATUS
SCHOOL YEARS 1977-1981

Ethnic Status	1977	1978	1979	1980	1981
Anglo	3,343 (27%)	3,190 (24%)	2,932 (21%)	2,624 (19%)	2,479 (17%)
Mexican-American	8,785 (71%)	9,792 (74%)	10,339 (76%)	10,514 (78%)	11,291 (80%)
American Indian	152 (1%)	178 (1%)	192 (1%)	291 (2%)	236 (2%)
Black	27 (1%)	15 (1%)	7 (1%)	12 (1%)	22 (1%)
Other	23 (1%)	77 (1%)	89 (1%)	102 (1%)	93 (1%)
Total Cumulative Enrollment	12,330	*13,252	13,559	13,543	14,121

In summary, the 1980-81 student population remained relatively stable, but the total number of migrant students served is slightly higher when the preschool and night school enrollment are added. The 1981 total of 17,001 students was 383 (approximately a 2% increase) over the 1980 total of 16,618. The state office has attempted to use a consistent format for migrant student data collection. At present, information on enrollment can be compared from 1977-81 (Table 10). Program emphasis, definition and classifications have changed slightly over the years, however, a general growth trend can be noted. Preschool enrollment has leveled, with the first decline in five years being shown this year. The night school population, after a steady decline, seems to be headed toward earlier nigh levels.

TABLE 10. WASHINGTON STATE MIGRANT PROGRAM ENROLLMENT

	1977	1978	1979	1980	1981
Cumulative Enrollment	12,330	13,252	13,559	13,543	14,121
Night School	375	253	510	575	564
Preschool	940	1,091	1,063	2,500	2,316
Total	13,645	14,596	15,132	16,618	17,001

The MSRTS network assists agencies that serve migrant children. In an effort to document multiple services in the state's school districts, the records of thousands of children are formed and periodically "updated." This tremendous task falls to MSRTS record clerks in school districts and the Migrant Education Center MSRTS staff. In fiscal 1981, 77% of all Washington records were reviewed and updated. Table 11 lists the number of record updates for the time period of July 1, 1980, to June 30, 1981.

TABLE 11. STATE RECORD UPDATE REPORT

District	Cumulative Enrollment	Number of Records Updated	Percent
Brewster	130	78	60%
Bridgeport	89	66	74%
Burlington-Edison	166	89	55%
Cashmere	89	73	82%
College Place	146	4	3%
Conway	48	47	98%
Dayton	44	32	73%
Eastmont	102	76	75%
Elma	14	13	93%
Entiat	33	26	79%
Fife	15	13	87%
Grandview	622	599	96%
Granger	403	274	68%
Highland	84	56	67%
Kennewick	307	137	45%
Lake Chelan	195	186	95%
Lind	16	15	94%
Mabton	538	346	66%
Manson	94	85	90%
Moses Lake	492	432	88%
Mount Adams	73	52	71%
Mount Vernon	164	39	24%
Naches Valley	100	78	78%
North Franklin	507	213	42%
Ocean Beach	191	135	71%
Ocosta	142	99	70%
Odessa	36	34	94%
Omak	27	25	93%
Orondo	85	77	91%
Oroville	185	166	90%
Othello	863	679	79%
Palisades	17	14	82%
Pasco	1,540	957	62%
Pateros	30	30	100%
Peshastin-Dryden	66	19	29%
Port Townsend	89	0	0%
Prescott	35	35	100%
Prosser	394	365	22%
Quincy	331	220	66%
Royal	162	118	73%
Sedro Woolley	35	32	91%
Selah	122	67	55%
Shelton	42	32	76%
Sunnyside	1,329	1,299	98%
Tacoma	136	104	76%
Tonasket	113	97	86%
Toppenish	907	787	87%
Touchet	11	0	0%
Union Gap	131	98	75%
Wapato	635	596	94%
Warden	222	176	79%
Wenatchee	188	139	74%
West Valley	131	131	100%
Wilson Creek	42	27	64%
Yakima	1,363	1,212	89%
Zillah	60	40	67%
Totals	14,121	10,839	77%

MSRTS/SKILLS INFORMATION SYSTEM

The Skills Information System (SIS) is a national migrant education priority. Essentially, the system transfers basic skills information via the MSRTS. The information helps teachers provide continuity of education for migrant students as they move across state and school district lines. Skills information in the areas of reading, mathematics, oral language and early childhood education is transferred through the system.

For the past three years SIS training has been implemented through a series of local and regional workshops. This year these workshops were held in Pasco, Yakima, Olympia, Okanogan, Toppenish, Sunnyside, Yakima, Buena, and Kennewick. In addition, 11 school districts met for a one-day cross referencing workshop on January 26, 1981, at the Migrant Education Center. The objective of the session was to learn how to cross reference student learning objectives (SLOs) with the migrant skills list. Cross referencing workshops also were given to the NRO Day Care center staff in Grandview and at the Migrant Education Center.

Another SIS accomplishment of the 1981 year was the development of 10 Early Childhood Education training video tapes. The tapes were developed by the Early Childhood Specialist from the Migrant Education Center, in cooperation with the SIS Trainer-Coordinator and the MSRTS Supervisor. Six of the 10 video tapes were developed in Spanish and English.

Section 2

SCHOOL DISTRICT PROJECT DESCRIPTIONS

The 1980-81 school year marked the initiation of a revised management information format for local education agencies. Prior to that time, school districts reported on program objectives but there was not a standardized procedure for aggregating data related to the instructional program. The MSRTS data were available but these figures represented students served in all programs. The number of students in instructional programs was needed. In an effort to obtain this information the end-of-year reporting system was revised to capture descriptive information about the project.

The state of Washington adopted the Title I Evaluation and Reporting System (TIERS) in 1977. The system proved to be a useful means for simplifying school district reporting and providing adequate data for federal reporting requirements. In using "project"[1] as the variable of central focus, school districts were required to define and describe the methods selected for using Title I dollars. Specific evaluation models also were prescribed for measuring student achievement. Because the system has proven to be useful at the state level, certain segments of the reporting system were adapted for Title I Migrant programs. Essentially, school districts report participation, parent and staff training and health data. However, evaluation models were not mandated. The following section summarizes data drawn from this reporting system during the 1980-81 school year.

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[1]A project is an instructional treatment with objectives, methods, materials personnel, and activities that are uniform for all those it serves. A project may exist in one or more grades within a school, or in one or more schools within a district, or even in several districts. Many Title I projects are clearly defined by their application for funding. In cases where a single application results in the funding of several qualitatively different instructional treatments at different sites, the term project is reserved for the individual treatments and not for the funded composite.

School districts in Washington offered 46 reading projects, 43 mathematics projects, and 35 oral language development projects taught in the English language. In addition, 15 reading, 2 mathematics, and 11 oral language development projects were taught in Spanish. Five projects were reported as "other," 17 English language deficiency projects were reported and 21 readiness projects were implemented. The projects served 6,199 students in all of these instructional programs. A unique migrant program feature is the "extended day" option where students attend academic programs and then stay beyond regular hours for additional activity. Extended day programs served 647 students.

An examination of program participation by subject matter reveals factors related to the size and content of the state's programs. In 1980, reading projects served 5,316 students, math projects served 3,039 students; readiness program had 599 participants; oral language programs were offered to 4,203 children. Table 12 displays the subject matter category participants.

TABLE 12. DISTRICT INSTRUCTIONAL SERVICES BY SUBJECT MATTER

Reading (English)	4,287
Reading (Spanish)	1,029
Oral Language (English)	3,695
Oral Language (Spanish)	508
Language Arts	839
Readiness	599
English Language Deficiency	950
Mathematics (English)	2,707
Mathematics (Spanish)	332
Other	925
Total Duplicated Count	15,871

To conduct these projects, school districts hired 282.57 full-time equivalent staff members. A total of 522 persons received all or a part of their employment in these same programs. Migrant funds paid for 257.37 full-time equivalent persons. Other funding sources paid for an additional 25.2 full-time equivalent staff. The base for one full-time equivalent staff member varies for certificated and classified persons. Certificated persons work on a 1080 hour base per year. Aides, tutors, MSRTS records clerks, secretarial staff and health personnel work on a 2080 hour base per year.

In the 1980-81 school year 202 persons worked as aides on a full or part time basis with an FTE count of 97.92. The complete listing of number of persons and total FTE count for all staff members in the migrant program by position appears on Table 13.

TABLE 13. DISTRICT LEVEL MIGRANT PROGRAM STAFF

1980-81

Position	One FTE Equals	Number	Migrant Program Funded FTE	FTE Funded by Other Sources	Total FTE
Administrators	1080 hours	51	10.0	1.6	11.6
Teachers	1080 hours	143	93.55	9.1	102.65
Counselors	1080 hours	25	6.0	4.2	10.2
Aides/Tutors	2080 hours	202	93.72	4.2	97.92
Record Clerks	2080 hours	55	23.2	1.5	24.7
Secretarial/Clerical	2080 hours	25	4.1	1.4	5.5
Health Personnel	2080 hours	21	6.4	1.2	7.6
Other Staff	2080 hours	64	20.4	2.0	22.4
Totals		522	257.37	25.2	282.57

By far, the most commonly used Title I service model used in migrant education projects was the pullout model. In reading projects, 86% of the projects used this mode of delivery. Classroom models or variations were used in 11% of the projects and 3% of the projects in reading used "other" models. This picture varies only slightly for mathematics. The variations by service model in this subject matter are: Pullout model 84% of all projects; classroom model 13% of projects and 3% "other" models. The configuration for oral language development is pullout 85%, classroom 11%, "other" 4%. A complete description of the models is included as Appendix A. In each of these major subject matter areas, the project characteristics varied. Reading projects over all grades typically operated with one paid adult per five students, 78% of all grades in all subjects had ratios of 1:5 or less.

One teacher to five students also was the most frequently cited ratio for mathematics and oral language development. Language arts was the only area in which another instructor-to-student ratio predominated. In this subject matter a 1:2 ratio is most common.

Migrant education programs in the state of Washington were, for the most part, operated on a full school year basis for 36 weeks. An analysis of the length of weeks of program operation showed that in reading 35% of the projects operated for 36 weeks, 18% of the reading projects operated for 35 weeks, and 13% of the projects operated for 34 weeks. In mathematics almost half of the projects grades operated for the full year, 43% of the math projects operated for 36 weeks, 18% operated for 36 weeks and 13% operated for 34 weeks. This pattern was repeated in oral language development where again 61% of all project grades operated between 34 and 36 weeks.

Training for migrant staff was provided by a number of sources including the school districts, the Migrant Education Center in Sunnyside, Washington, colleges, universities, and the state education agency. The district program administrators received an average of 23.5 hours of inservice throughout the year. Teachers received an average of 49.9 hours of inservice. Aides and tutors were exposed to approximately 182 hours of inservice. Record clerks received on the average of 23.5 hours of inservice from all sources. Counselors received 4.8 hours of inservice. Health personnel attended 4.4 hours of inservice sessions. Three hours of inservice was given to secretaries and clerical staff. Table 14 displays the average amount of inservice by job classification and by provider.

TABLE 14. AVERAGE HOURS OF INSERVICE BY CLASSIFICATION AND PROVIDER, JULY 1, 1980 to JUNE 30, 1981

	Provided by District	Provided by Migrant Center	All Other Sources	Totals
Administrators	6.9	7.9	8.7	23.5
Teachers	20.0	23.5	6.4	49.9
Aides/Tutors	12.9	16.3	152.8	182.0
Record Clerks	4.4	17.0	2.1	23.5
Counselors	1.4	1.0	2.4	4.8
Secretarial/Clerical	.9	1.6	.5	3.0
Health Personnel	2.0	1.6	.8	4.4

Services such as recruitment efforts, tutoring projects and the Secondary Credit Exchange program have separate project funding and/or they are administered through the Migrant Education Center, they have been described and included in Section 3.

Section 3

THE MIGRANT EDUCATION CENTER

School districts impacted by the influx of migrant labor are for the most part located in the Yakima Valley and the Columbia River Basin. To facilitate service to this area the state has established a Migrant Education Center through a grant to Educational Service District 171. The Migrant Education Center is located in Sunnyside, Washington. Additional leased space is provided in the Sunnyside School District administration building.

The Migrant Education Center is the headquarters for the MSRTS component, MEIRP component, the Instructional component and the Media and Dissemination component. In addition, staff members who coordinate the Extended Degree Program, the Mini-Corps and recreational services are housed at the Migrant Education Center.

The services provided by Migrant Education Center staff include inservice education to migrant education project coordinators and teachers, health services coordination, parent involvement, development of educational materials and translation. A resource library with media and curriculum materials to loan is located at the Center.

Referral services are an important part of the role of the Center staff. Center staff direct families to social and health services so that pressing problems can be alleviated and children will be able to attend school. Referrals are made for services such as translation, interpretation, daycare, legal services employment and health. A full description of the 1980-81 activities of the components and projects at the Migrant Education Center follows.

MIGRANT EDUCATION IDENTIFICATION AND RECRUITMENT PROGRAM (MEIRP)

In Washington State, migrant children are identified by trained teams of recruiters and information is made available to school districts. This program component, known as MEIRP, is one of the first crucial contacts with a child and his or her family. The MEIRP recruiters identify students for the specialized programs such as day care or the Secondary Credit Exchange as well as for regular district classes. During the 1980-81 year MEIRP recruiters identified a total of 2,569 students as eligible recipients of migrant education services. The largest portion of these students (1,968) were served in kindergarten through grade 12. An additional 537 children were referred to preschool and/or daycare programs and 58 dropouts were referred to special programs. Six qualified students received other services.

TABLE 18. MIGRANT STUDENT RECRUITMENT PROGRAM
July, 1980, to June, 1981

	Preschool	K-12	Dropouts	Other	Total
July, 1980	35	149	7	0	191
August	35	129	5	0	169
September	161	591	23	3	778
October	56	297	12	2	367
November	15	81	2	0	98
December	10	58	2	0	70
January, 1981	60	141	0	0	201
February	7	23	0	0	30
March	14	65	1	0	80
April	66	238	4	1	309
May	21	30	1	0	52
June	57	166	1	0	224
Total	537	1,968	58	6	2,569

Migrant student identification begins with a series of visits to the migrant family. The migrant education program is designed to direct services to the migrant child and family contact is essential in reinforcing school attendance. The recruiters find that interpretation, transportation, or related problems of the family must be handled first. Over 3,800 families with 2,469 children received visits during the time period July 1, 1980, through June 30, 1981, for identification and recruitment purposes. Ancillary services related to the identification and recruitment process are provided by MEIRP. A summary of these activities appears in Table 19.

TABLE 19. ANCILLARY SERVICES PROVIDED BY THE MEIRP COMPONENT

July 1, 1980, through June 30, 1981

Services	Number of Families Served
Home Visits	3,118
Identification and Recruitment	1,240
Interpretation	499
Information	174
Translation	129
Transportation	218

Recruiters often find that health, social and financial problems prevail for migrant families. These pressing problems must be addressed. The MEIRP recruiters do a special service by referring these families to the appropriate

agencies. Over 70 families were referred by MEIRP staff to 70 different health professionals, counselors, or service agencies. Referral services by type of referral can be found in Table 20.

TABLE 20. MEIRP REFERRAL SERVICES TO FAMILIES

July 1, 1980 through June 30, 1981

Type of Service	Number of Referrals
Interpretor Referrals	4
Health Referrals	30
Social Referrals	17
Employment Referrals	6
Legal Referrals	5
Educational Day Care Referrals	8
Total	70

A final aspect of the MEIRP component that deserves mention is the school survey activities. Each year school districts with a potential migrant student population may be visited. The field representatives assist LEAs in identifying children and work with the school officials to document the need for services. All the school districts which received school surveys by MEIRP staff members during the time period of July 1, 1980, through June 30, 1981, are listed below.

INSTRUCTIONAL COMPONENT - PARENT INVOLVEMENT

Parental involvement is a national and state goal in migrant education. In an effort to encourage parents to take a more active role in the education of their children, professional staff at the Migrant Education Center work with school district advisory committees on a year around basis. The staff members encourage participation, inform parents of state programs, and assist them in developing the local organization. As local parent advisory councils (PACs) become active members review program procedures, assist in extracurricular and social activities and provide liaison to other migrant parents.

Parent involvement activities are coordinated by the instructional component of the Migrant Education Center. From July 1, 1980, through June 30, 1981, 45 presentations or instances of technical assistance were recorded. In addition, three regional workshops were held for parents. The sites and dates were: La Venture School in Mount Vernon on October 18, 1980; Othello High School in Othello on March 7, 1981; and Pasco High School in Pasco on March 14, 1981. Presentations covered areas such as health services, parent/student rights, oral language development and introductions to new programs and services. The conferences stress the need for parental assistance and support of the educational process. Conference planners indicate that 60% of the parents who attend the regional conferences do so for the first time. Through the process of being exposed to available programs and new services parents become a part of an educational partnership. Parents get to meet with school personnel and specialists in migrant education and are encouraged to participate in local meetings and programs. This year over 900 parents participated in regional workshops.

INSTRUCTIONAL COMPONENT - INSERVICE

Instruction is provided via the resource room or the regular classroom. Each school is equipped with material so that small groups or individuals can be tutored in a bilingual format. Program review reports indicate that instructional personnel in districts seek assistance in developing programs designed to meet the specific needs of the migrant child. This inservice support was provided by four Migrant Education Center instructional program specialists in the priority areas of reading, math, language arts, and early childhood education. The vehicle for training in these areas are inservice sessions aimed at the certificated staff in the migrant resource room. On some occasions, teacher aides and administrative personnel attended. In 1980-81 over 150 sessions were held with 40 different school district representatives.

In addition to these workshops, a six-week summer reading institute was sponsored by the Migrant Education Program and Central Washington University. The 1981 institute took place between June 22 and July 30 at the Sunnyside Intermediate School. Participants worked with children to develop skills as reading teachers. A wide variety of guest speakers and reading specialists presented topics that included language experience, media, cultural transmission, diagnosis and prescription and parental involvement. Fifteen certificated staff took the nine-hour graduate credit course this year.

School districts annually report on the average hours of inservice received by each classification of staff by provider. This year the Center provided an average of 8 hours of inservice for administrators, 23.5 hours for teachers, and 16 hours for aides or tutors.

INSTRUCTIONAL COMPONENT - HEALTH SERVICES

Public Law 95-561 requires that the state education agency provide health, welfare, and other support services to eligible school-aged migrant children. In 1978-79 substantial changes were made in the plan for the delivery of those services in Washington. These revisions established the foundation for the new program services objectives. Migrant child health remained an area of critical need and through parent advisory committee endorsement, health service was placed as a high priority for fiscal 1981.

An assessment of migrant health services showed that "health screenings" remained the primary contact with the migrant child. The evaluation showed this method lacked consistency across districts and that some health problems were overlooked in separate screenings. In a move to provide more extensive health services, complete physical examinations were given. Follow-up services were provided through a variety of agencies, associations and clinics and each service was documented. Table 21 summarizes the health services efforts for school districts from September, 1980, through June, 1981.

The state of Washington Migrant Education Program has taken the initiative to develop a program of health services which will positively affect the health of the migrant child. This program, which will build over the next five years, was predicated on the cooperative efforts of schools, rural health clinics, state and local health agencies and considerable interest of key professional people from medicine and education. Ultimately, this cooperative program will include medical and dental services, nutrition and hygiene education and parental education.

TABLE 21. HEALTH SCREENINGS - STATE TOTALS

Cumulative Count by Month

	Vision	Hearing	Dental	Immuni-zation	Physical Exams
September	264	258	284	861	265
October	1,054	1,033	942	2,462	682
November	1,772	1,989	1,279	3,725	778
December	2,295	2,546	1,623	3,944	946
January	2,558	2,906	1,823	4,774	1,069
February	3,184	3,495	2,058	5,112	1,175
March	3,460	3,794	2,224	5,438	1,321
April	4,146	4,433	3,084	5,999	1,326
May	4,516	4,923	2,942	6,392	1,382
June	5,603	5,876	3,315	7,122	1,653
Cumulative Total	5,603	5,876	3,315	7,122	1,653

Two other sources under contract with the state office provide health services to migrant children. These are the Chelan-Douglas Health District coordinated through Educational Service District 171, and the Tidwell Foundation.

Eleven school districts Manson, Chelan, Bridgeport, Eastmont, Orondo, Palisades, Cashmere, Peshastin-Dryden, Entiat and Wenatchee benefit from the ESD 171 cooperative. Children are given health screenings and then receive follow-up services. The health care professional, usually responsible for implementing the screenings, is the public health nurse. The nurses also make home visits to see that follow-up services are rendered and to orient the families to the oftentimes confusing health care system. This year the cooperative provided 688 physical examinations which included vision, hearing, and dental

screenings. One hundred forty-eight children were immunized. In a duplicated count of all types of follow-up services, 631 follow-up services were rendered.

The Tidwell Foundation began operation under contract in June, 1981. In the first three months of operation, 782 examinations were given through 13 school districts, two Northwest Rural Opportunity Day Care Centers and one labor camp. A detailed analysis to develop a medical assessment of migrant health is underway. A report evaluating the process will be available in June, 1982. Early results, however, dramatically point out the need for health care to migrant children. Physical problems commonly found in these children in order of frequency are (1) anemia related to nutrition, (2) oral hygiene, (3) skin, ear, and eye problems related to hygiene, and (4) obesity (nutrition related). A report evaluating the process will be available in 1982.

INSTRUCTIONAL COMPONENT - DISSEMINATION

The Washington Migrant Education Program staff disseminates information about the wide variety of programs and services available to students and their parents. The mobile nature of the migrant family, however, makes traditional means of communication impractical. In fiscal 1981, efforts were made to reach migrant parents through bilingual publications and an active dissemination program.

Information about the state migrant program reached parents, educators and the public through varied publications. The "backbone" of these sources was the Migrant Education News, a monthly bilingual newspaper with a circulation of 3,000. Nine issues of this newspaper were published this year. Other dissemination activities included the preparation of news releases, the visiting of schools, the preparation of display materials and translation. All media work for migrant education publications, including artwork, graphics and photography, was prepared by the media component of the Migrant Education Center. The five specialists served center staff, the state office and components as they prepared materials for parents, public school personnel and mass media. The media section also produced films, slide tapes and video tapes for library, school and television use. Fifteen new items were produced in the 1980-81 year. A listing of the new items available follows.

Migrant Education in Washington State
Telephone Procedures
The Pajaro Gomez-Faria Project
Exercising for Good Health
A Visit to the Dental Hygiene Clinic
PASS Program Implementation
Stanford Project - California Migrant Education
The MSRTS Insurance Program
Lau vs. Nichols Court Case
Bilingual Education
Lau Case Impact
Working Effectively with Parents
Secondary Credit Exchange
Migrant Education at Kennewick School District
Early Childhood Education and the Skills Information System

Section 4

SPECIAL STATEWIDE PROJECTS

The Migrant Education Program is unique in that special projects for a subset of the target population are funded and administered across school district boundaries. Three projects of this nature compliment Washington's array of services. These projects include the Secondary Credit Exchange, Extended Degree Program and the Mini-Corps. The service population for the special projects is statewide and not limited to a select group of school district geographical areas. A brief description and selected reporting data from each of these special projects follows.

SECONDARY CREDIT EXCHANGE

School systems do not usually have the mechanism for the transfer of partial semester credit from school to school for the fulfillment of graduation requirements. An alternative program emphasizing credit exchange and flexible curricula has been formed for secondary migrant students who travel interstate. The Secondary Credit Exchange, a nationally validated program, provides this service.

Eleven school districts in Washington participated in the Secondary Credit Exchange during the 1980-81 school year. During their stay in Washington, the 601 students served by the exchange came from 8 different states and 61 different school districts. The students earned 2,019 credits that were then transferred back to their home districts. By grade level categories, 145 eighth grade students, 120 ninth graders, 87 tenth graders, 76 eleventh graders, and 27 twelfth graders were served by the program. An additional 146 students were in English as a second language instruction.

TABLE 22. SECONDARY CREDIT EXCHANGE PARTICIPATION

1980-81

Receiving District Name	Number of Students Served Instructional Program	Number of Sending States	Number of Sending Districts	Credits Transferred
Prosser	21	2	4	29
North Franklin	113	4	26	511
Pasco	130	4	25	520
Dayton	1	1	1	1
Granger	73	4	13	274
Othello	25	1	1	82
Peshastin-Dryden	104	2	2	0 (ESL)
Kennewick	11	1	1	44
Sunnyside	19	2	5	91
Prescott	19	2	7	50
Mabton	85	4	21	417
Total	601	27*	8	2,019

*27 states by district counts; 8 states unduplicate count

EXTENDED DEGREE PROGRAM

The Migrant Extended Degree Program provides systematic education upgrading for Title I Migrant staff. The courses and curricula have been developed to increase staff effectiveness in meeting the special educational needs of migrant children. Central Washington University coordinates the program as courses are arranged at five institutions of higher education - Central Washington University Eastern Washington University, Yakima Valley Community College, Columbia Basin Community College and Big Bend Community College.

The Extended Degree Program served 69 students in 1980-81. Sixty-one were continuing students, 8 were new enrollees. Fifty-five of the 69 participants were teacher's aides, 3 were record clerks, 1 was a recruiter for MEIRP, 6 were employed as home visitors, and 2 persons were in other categories. The majority of the participants, 49 (71%) were seeking Associate of Arts degrees, 17 (25%) were bilingual studies majors, 3 students had other education majors.

Program participants earned a total of 1,634 credit hours this year for an average of 24 per student. The number of participants and range of credit hours earned is described in Table 23.

TABLE 23. EXTENDED DEGREE PROGRAM PARTICIPANTS AND CREDITS EARNED

1980-81

Number of Credits Earned	Number of Participants
0 - 5	16
6 - 12	5
13 - 20	7
21 - 30	8
32 - 40	11
40 or more	22

WASHINGTON MINI-CORPS

The state plan was amended in 1978 to include provisions for a summer Mini-Corps for the Washington migrant program. Patterned after the California Mini-Corps, the program is composed of college students from a migrant background who provide a link between the migrant community and the school. The Mini-Corps provides formal supervision, tutoring, and recreation for migrant students and teaching experience for corps members. The corps travels to campsites and housing areas to work with students during the time after classes but before parents return from field work. This 1980-81 school year saw the extension of the program to the regular school term.

The Mini-Corps students provide individual and small group tutoring under the direction of a master teacher. Migrant children whose dominant language is other than English will receive appropriate curriculum materials. Lesson plans are constructed for the child's appropriate functional level.

Mini-Corps students are selected on grade point average, ability to communicate in English and Spanish, and knowledge of the migrant family lifestyle. Selected students must have teacher education as their goal. Mini-Corps students receive pre-service and inservice training prior to program participation.

The Washington Mini-Corps operated in the Mt. Vernon, Fife, Tacoma, Pasco, and Kennewick school districts during the regular school year. Seventeen Mini-Corps students served 122 students (duplicated count). During the summer impaction period when the number of migrant students increase, nine sites operated. In addition to the above named districts, Prosser, Grandview, Wapato, Sunnyside, and EPIC programs had Mini-Corps teams at work. Service was rendered to over 1,000 students (duplicated count by subject matter). Thirty-five Mini-Corps students were employed during this time.

Complimenting the Mini-Corps program was the recreation component. This portion of the program is designed to help students learn social skills, self-expression and adaptability as they maintain good health and become physically fit.

Recreation component activities included organized sports, games, craft projects, camping and environmental education programs. Student participation by month in the program is listed below in Table 24.

TABLE 24. NUMBER OF STUDENTS SERVED BY RECREATION PROGRAMS

September, 1980 - July, 1981

	Districts or Sites	Number of Students
September	4	126
October	4	144
November	1	50
December	2	28
January	2	32
February	4	89
March	3	193
April	2	468
May	5	409
June	7	572
July	7	265
Total	41	2,347

Section 5

SUMMER SCHOOL

The Migrant Education Summer School Program differs from the regular year's program in that it provides full educational service rather than supplemental instruction. This year 22 school districts operated 116 summer projects in Reading, Mathematics, Oral Language Development and Readiness. Twenty-five projects were classified as "other." Summer programs included instruction, recreation, health, cultural presentations, and field trips. The 22 school districts reported a total unduplicated count of 2,234 students on state end-of-year report forms. This is an increase of 240 students (12%) over summer, 1980. Table 25 lists summer enrollment.

TABLE 25. NUMBER OF TITLE I MIGRANT PARTICIPANTS DURING 1981 SUMMER SCHOOL TERM

Grade	Public	Nonpublic	Total Unduplicated
Pre K	229		229
K	323		323
1	414	1	415
2	339	2	341
3	299		299
4	260	1	261
5	195		195
6	137		137
7	15		15
8	11		11
9	5		5
10	1		1
11	3		3
12	1		1
Total	2,230	4	2,234

The number of participants by subject matter is set forth in Table 26. Unlike the regular school year programs, more students are served in mathematics projects than in reading. This year 2,001 summer students received math instruction, 1,787 recieved oral language development, and 1,719 recieved reading in English. Readiness and Language Arts programs were offered to over 500 students. Title I Migrant programs served 22 special education students in the summer. Extended day programs were offered to 70 students. Table 26 details summer enrollment by subject.

TABLE 26. SUMMER MIGRANT PARTICIPANTS BY SUBJECT MATTER

Subject Matter Area	Public	Nonpublic	Total
Reading (English)	1,715	4	1,719
Reading (Spanish)	64		64
Oral Language Dev. (English)	1,783	4	1,787
Oral Language Dev. (Spanish)	551	2	553
Math (English)	1,997	4	2,001
Math (Spanish)	82		82
Readiness	530		530
English Language Deficiency	106		106
Language Arts	576		576
Other	2,808		2,808
Total	10,212	14	10,226

To operate their summer programs school districts hired 111 persons as teachers on a part-time basis equivalent to 25 full-time equivalents. An additional 113 persons were employed as teacher aides or tutors for the equivalent of 19 full-time staff. The typical instructional setting for summer programs was one paid adult staff member to nine students.

Northwest Rural Opportunities operated Child Development Centers during the summer of 1980. The cumulative enrollment and sites for these programs conclude this section.

TABLE 27. NRO CHILD DEVELOPMENT CENTERS
SUMMER ENROLLMENT - 1981

District	Cumulative Summer Enrollment
Grandview	68
Granger	61
Lynden	53
Mabton Headstart	169
Moses Lake	52
Othello	88
Pasco	61
Sedro Woolley	27
Sunnyside	101
Toppenish	59
Walla Walla	138
Wapato	48
Total	925

Select projects were monitored during the summer. The listing of the district, monitoring data and date of compliance report acceptance follows:

	Date Monitored	Compliance OK
Burlington-Edison, LaConner, Conway Mt. Vernon, Sedro Woolley	7/7/81	7/7/81
Grandview	7/14/81	9/28/81
Kennewick	6/24/81	9/23/81
Meridian	7/8/81	7/8/81
Moses Lake	7/6/81	7/6/81
Mount Adams	6/25/81	9/28/81
North Franklin	6/23/81	10/9/81
Ocean Beach	7/9/81	--
Ocosta	7/1/81	10/1/81
Orondo	7/9/81	9/21/81
Othello	7/8/81	7/8/81
Port Townsend	7/28/81	7/28/81
Prosser	6/26/81	6/26/81
Quincy	7/8/81	8/3/81
Royal	7/7/81	9/28/81
Sunnyside	6/23-24/81	6/24/81
Tacoma	7/17/81	7/17/81
Wilson Creek	7/10/81	7/10/81

Compliance reports for summer school projects are filed at the state office and at the Migrant Education Center.

SUMMARY

A review of the activities in the Washington State Program for Migrant Children's Education indicates the completion of another year of productive operation. The MEIRP component identified 2,569 students and MSRTS records show that 14,121 students participated in all migrant education programs. An additional 2,880 students participated in special programs bringing the total MSRTS count to 17,001. Summer programs served 2,234 children. This year 56 school districts reported that 6,199 students were served in instructional programs in grades Pre K through 12. These students received basic skills instruction in reading, math, and oral language development projects taught in both English and Spanish. Over 500 individuals received part-time or full-time employment through the state migrant education programs.

As part of state administration efforts, twenty-three school districts received monitoring reviews in 1980-81. All compliance reports were received and approved by September 28, 1981. Emphasis was placed on documenting eligibility of students and increasing the accuracy of MSRTS reporting.

Special workshops on end-of-year reporting requirements were offered for school district and Migrant Education Center staff in both the fall of 1980, and the spring of 1981. Over 150 persons attended these state sponsored sessions.

Two special analyses of migrant student achievement were conducted this fiscal year. Five year trend data depicting migrant student status on the state's fourth grade testing program has been compiled and an analysis of the methods used to assess and evaluate migrant programs in the state's school districts has been completed. Reports on these projects are available through the SPI Testing and Evaluation Section.

An important area of the state's program is the health component. This year over 1,653 physical examinations were performed. Service included vision, hearing, and dental screenings, immunizations and follow-up services. A detailed medical assessment of migrant children, performed under contract for the state by the Tidwell Foundation, will lay the groundwork for 1981-82 services.

The Migrant Education Center continued to serve as a vital link in the distribution of services to migrant children. Recruitment, inservice, parent involvement, media and instructional services are some of the varied functions that continued this year. Migrant Education Center staff provided a full inservice schedule to meet the needs of school district personnel. The Migrant Education News continued to link services to clients through bilingual editions. As in the past, center staff provided a much needed link to social and health services through extensive referrals.

Three other statewide projects - Secondary Credit Exchange, the Extended Degree program and the Mini-Corps had unique role's in the Washington State Plan. Six hundred and one students earned 2,019 hours of credit through the Secondary Credit Exchange, 60 participants earned credit through the Extended Degree Program, and 35 Mini-Corps students learned professional teaching skills through program participation. The Mini-Corps program provided combined educational benefits for the tutor and the child as children received academic assistance during the summer program.

For the first time, data from summer school programs was comparable to the regular year because of revisions in the reporting format. Fiscal year 1980 programming for the Washington State Migrant Education was capped by record breaking participation of 2,234 students in school district summer programs and 925 students in NRO Child Development Center summer programs.

Requests for additional information on the Washington State Migrant Education Program should be directed to:

Title I Migrant Program Office
Division of Grants and Equity Programs
Superintendent of Public Instruction
7510 Armstrong Street S. W., FG-11
Tumwater, Washington 98504

Inquiries for special project reports on student achievement, state testing or trend data referred to in this report should be directed to:

Testing and Evaluation Section
Division of Instructional and Professional Services
Superintendent of Public Instruction
7510 Armstrong Street S. W., FG-11
Tumwater, Washington 98504

Appendix A

TITLE I/TITLE I MIGRANT SERVICE MODELS

PO 21 Child receives all instruction regular class offers; and Title I is in other setting, uses a variety of strategies and materials.

PO 31 Child receives all instruction regular class offers; and Title I is other setting, uses primarily or exclusively machines.

PO 41 Child receives all instruction regular class offers; and ½ of Title I is working with child in that classroom, ½ of Title I is in other setting, using a variety of strategies and materials.

PO 51 Child receives all instruction regular class offers; and ½ of Title I is working with child in that classroom, ½ of Title I is other setting, using primarily or exclusively machines.

PO 61 Child receives all instruction regular class offers; and ½ of Title I is working with child in that classroom, ¼ of Title I is in other setting with variety of strategies, and ¼ of Title I is other setting using primarily or exclusively machines.

PO 22 Child receives 50% of instruction regular class offers; and Title I is in other setting, uses a variety of strategies and materials.

PO 32 Child receives 50% of instruction regular class offers; and Title I is other setting using primarily or exclusively machines.

PO 42 Child receives 50% of instruction regular class offers; and ½ of Title I is working with child in that classroom, ½ of Title I is in other setting, using a variety of strategies and materials.

PO 52 Child receives 50% of instruction regular class offers; and ½ of Title I is working with child in that classroon, ½ of Title I is other setting, using primarily or exclusively machines.

PO 62 Child receives 50% of instruction regular class offers; and ½ of Title I is working with child in that classroom, ¼ of Title I is in other setting with variety of strategies, and ¼ of Title I is other setting, using primarily or exclusively machines.

CL 11 In addition to regular classroom, aides work with Title I children in regular classroom.

CL 12 A full period of all Title I children. No comparable course offering, no required credit given. Limited to junior and senior high.

CL 13 A full period of all Title I children. Becomes a regular class, can receive required credit, and district contributes proportionate amount. An equation for Title I's "excess cost" must be included.

70 Programs which <u>do not fit</u> model descriptions adequately. Complete description is required, i.e., summer school, N & D, when applicable.

71 SCE, Migrant only. This is reserved for Secondary Credit Exchange Programs which do not fit any of the above descriptions. Complete descriptions of proposed program is required.